



Customizing a task-specific rubric



Descriptive Terms for Differences in Degree (Adapted from Grant Wiggins and Jay McTighe)

You can use the following general terms to describe differences in degree when creating a task-specific rubric for the Language B achievement levels (1-2 3-4 5-6 7-8).

This is just one example of descriptive terms.

| Degrees of Understanding | Degrees of Frequency |
|---|---|
| <ul style="list-style-type: none"> ➤ Thorough/complete ➤ Substantial ➤ Partly complete ➤ Misunderstanding | <ul style="list-style-type: none"> ➤ Always/consistently ➤ Frequently/generally ➤ Sometimes/occasionally ➤ Rarely/never |

| Degrees of Effectiveness | Degrees of Independence |
|--|---|
| <ul style="list-style-type: none"> ➤ Highly effective ➤ Effective ➤ Moderately effective ➤ Ineffective | <ul style="list-style-type: none"> ➤ Independently ➤ With minimal assistance ➤ With moderate assistance ➤ Only with considerable assistance |

| Degrees of Accuracy | Degrees of Clarity |
|--|--|
| <ul style="list-style-type: none"> ➤ Completely accurate; all... (facts, concepts, mechanics, word order) correct ➤ Generally accurate; minor inaccuracies do not affect overall understanding ➤ Inaccurate; numerous errors in... distract from... ➤ Major inaccuracies; significant errors throughout... | <ul style="list-style-type: none"> ➤ Exceptionally clear; easy to follow ➤ Generally clear; able to follow ➤ Lacks clarity; difficult to follow ➤ Unclear; unable to be followed |



Language B rubrics templates



- **Write a task description that each rubric is designated to assess for the phase of your students.**

Phase _____ Criterion A: Comprehending spoken and visual text

Task description: _____

| | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
|---|--|-----|-----|-----|-----|
| Criterion A: Comprehending spoken and visual text | The student does not reach a standard described by any of the listed descriptors | | | | |

Phase _____ Criterion B: Comprehending written and visual text

Task description: _____

| | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
|--|--|-----|-----|-----|-----|
| Criterion B: Comprehending written and visual text | The student does not reach a standard described by any of the listed descriptors | | | | |



Language B rubrics templates



Phase _____ Criterion C: Communicating in response to spoken and/or written and/or visual text

Task description: _____

| | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
|--|---|-----|-----|-----|-----|
| Criterion C: Communicating in response to spoken, written and visual text | The student does not reach a standard described by any of the listed descriptors | | | | |

Phase _____ Criterion D: Using language in spoken and/or written form

Task description: _____

| | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
|---|---|-----|-----|-----|-----|
| Criterion D: Using language in spoken and written form | The student does not reach a standard described by any of the listed descriptors | | | | |